University *of* San Diego

EDSP 370/570
Assessment Identification to Transition in Special Education (3 units)

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January 24 to May 10, 2011
Weds. 4 to 6:50 pm
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USD INDIVIDUAL INTERNET ACCOUNT: The free 'name'@sandiego.edu user account is mandatory. The instructor and the program are not responsible for contacting you via any other e-mail address.

COURSE DESCRIPTION

Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at–risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision–making process and ongoing instruction.

Course Purpose

Initial Program: Meets part of CCTC Level I - Education Specialist Standards for Mild/Moderate, Moderate/Severe and Early Childhood with English Language Learner Requirements for USD teacher certification candidates in special education. The assignments are aligned with CEC Common Core Standard 8 Assessment credential and degree requirements.

Textbooks/Readings:

USD Bookstore:

McLoughlin, J. A., & Lewis, R. B. (2008). *Assessing students with special needs* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-235-70-X.

Recommended Text (required format for citing references):

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed. Second Printing). Washington, DC: author.

Resources Supporting Course Discussion & Assignments • Located in the WebCT Content Material Folder

- *Course Session Pacer Guide EDSP 370/570* under Content Material tab.
- CANDIDATE TOOLKIT GUIDELINES Candidate Toolkit: Special Education & English Language Learner Resources
- CANDIDATE TOOLKIT English Language Learner • Educator Instructional/Learning Methods & Strategies Bibliography: Starter Instructional Practice Recourses Resources
- *CANDIDATE TOOLKIT Special Education & English Language Learner Assessment Bibliography Starter Toolkit • Educator Instructional/Learning Methods & Strategies Bibliography: Starter Instructional Practice Recourses Resources*
- CELDT Proficiency Levels

REQUIRED WEB-BASED RESOURCES

WebCT Based Documents:

Most of the readings, assignments and discussion [including grading] will occur via WebCT 6 (CE6) learning management system. You are responsible for checking the *Course Session Pacer Guide* and postings in WebCT prior to each class.

TaskStream.com E-Portfolio SIGNATURE ASSIGNMENT (CENTERPIECE) Requirements:

Rationale: As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study.

TaskStream.com: The USD special education program uses TaskStream.com as the electronic portfolio for credential and degree midpoint and final point evaluation. You need to purchase a subscription directly from www.taskstream.com. More about this in class. Self Enrollment code for

- Special Education Electronic Portfolio for degree and credential: **S5ABSY**

- You are responsible for checking your copy of the most recent *Assessment Folio Guide Special Education*. A CD with the special education program guides and handbook are presented in the new student orientation. The guide includes detailed information about the e-folio and identifies the specific course and field experience artifacts that must be uploaded into TaskStream.com.

- If you need help check with your Program Advisor &/or the Coordinator of Special Education (Dr. Ammer). Contact Dr. Ammer if you need a copy of the Special Education Handbook cd.

> IF AN INSTRUCTOR DOES NOT STRESS THE SIGNATURE ASSIGNMENT – YOU MUST PRODUCE THE ASSIGNMENT TO MEET CREDENTIAL &/OR DEGREE REQUIREMENTS.

Course Objectives – Aligned with Candidate Unit & Program Outcomes·

The SOLES Unit: The three School of Leadership and Education Sciences *Unit Candidate Outcomes* (ACE) ≈ACE≈provide the framework under which course objectives, course requirements and the standards linked *Centerpiece Artifacts* are organized and evaluated as part of the *Unit Assessment System*. In their *Reflective Professional Portfolio*, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the *National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D)* demonstrated throughout course and field experience.

The Special Education Program: The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards* (CEC). Course objectives also align with the *Interstate New Teacher & Assessment Consortium principles* (INTASC) and the *California Commission Teacher Credentialing: Education Specialist Standards* (CCTC).

The Professional Reflective Portfolio (PRF): The special education electronic portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The portfolio is kept in TaskStream.com. The PRF contains all the required *Centerpiece* artifacts that

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collectively illustrate the candidate's body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the *Educational Specialist Reflective Professional Portfolio Assessment Rubric* to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the *California State Teacher Performance Expectations Standards* (CSTPs).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Demonstrate the understanding and appropriate use of a variety of assessments, including norm referenced and criterion referenced tests. In addition, student will demonstrate understanding and use of alternative measures such as formative and summative evaluations, work samples, observations, portfolios, curriculum–based, and ecological assessments. (CEC 8–CC8S2, 4, 9) (S) (INTASC 8) (CCTC 17, 19, 22) (CSTP B)
- Apply a variety of appropriate strategies for assessing student progress. These strategies may include critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews. (CEC 8-CC8S1)(S) (INTASC 8) (CCTC 17, 19, 22) (CSTP B)
- Analyze, compares, and evaluates the roles of relevant technology for use in ongoing assessments and instruction. (CEC 8-CC8S3) (S) (INTASC 8) (CCTC 17, 22) (CSTP B)
- Demonstrate knowledge of basic test measurement principles and uses that knowledge to analyze and interpret the results of individual assessments. (CEC 8-CC8K1) (K) (INTASC 8) (CCTC 22) (CSTP B)
- Demonstrate an understanding of and ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs. (CEC 8-CC8K4) (K) (INTASC 8) (CCTC 17, 19, 22) (CSTP B/F)
- Demonstrate the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction. (CEC 8CC8K 3, 4) (S) (INTASC 8) (CCTC 19, 22) (CSTP B/F)
- Examine the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered. (CEC 8-CC8S2) (S) (INTASC 8) (CCTC 17, 19, 22) (CSTP B)
- Demonstrate understanding and use of alternative measures of assessment such as formative and summative evaluations, work samples, observations, portfolios, curriculum–based, play–based and ecological assessments. (CEC 8-GC8K4) (K) (INTASC 8) (CCTC 22) (CSTP B)
- Demonstrate the ability to develop, modify and implement intervention based on assessment information and to use intervention for diagnostic purposes. (CEC 8-CC8S8) (S) (INTASC 8) (CCTC EC 25) (CSTP B/D)
- Demonstrate the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction. (CEC 8-CC8S8) (S) (INTASC 8) (CCTC 17) (CSTB C/D)
- Demonstrate the ability to assess students' personal care, mobility and movement, sensory, communication and vocational achievements and needs. (CEC 8-GC7S5, GC8S3) (S) (INASC 7 & 8) (CCTC 22) (CSTP B)
- Demonstrate competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments. (CEC 8-GC8K4) (K) (INTASC 8) (CCTC 22) (CSTP B)
- Modify assessment procedures to accommodate or compensate for the impact of the child's disability on performance. (CEC 8-GC8S4) (S) (INTASC 8) (CCTC 22) (CSTP B/C)
- Use assessment findings to help determine intervention strategies. (CEC 8-ST, CC8K3) (K, S) (CCTC 22 EC 23) (CSTP C/B)
- Monitor progress based on the IFSP outcomes. (CEC 8-GC8S5) (S) INTASC 8) (CCTC 21) (CSTP C)
- Demonstrate an understanding of and ability to apply standardized achievement procedures used in general education. (CEC 8-CC8S10) (S) (INTASC 8) (CCTC 17, 19) (CSTP B)
- Demonstrate knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students. (CEC 8-GC8S1) (S) (INTASC 8) (CCTC 15, 22) (CSTP B/D)
- Demonstrate knowledge of and skills in evaluating assessment procedures along a variety of dimensions, including purposes, technical quality, administrative considerations, and cultural, socioeconomic and linguistic influences. (CEC 8-CC8S3) (S) (INTASC 8) (CCTC 17, 19, 22) (CSTP B)
- Demonstrate the ability to gather and use assessment information to identify students' strengths and needs as required on an individual educational plan or individual transition plan. (CEC 8-GC8S3) (S) (INTASC 8) (CCTC 22, 23) (CSTP B/D)
- Demonstrate skills designing, administering and interpreting curriculum-referenced assessments of academic and social skills. (CEC 8-GC8S5) (S) (CCTC 17, 19, 23) (INTASC 8) (CSTP B)

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Define key assessment concepts and terminology and identify the steps in the assessment process and the roles that parents, students and professionals play on the multidisciplinary assessment team. (CEC 8-CC8K1) (K) (INTASC 8) (CCTC 17, 19, 22) (CSTP B/F)
- Examine factors that affect all stages of development in the life of an individual with disabilities to assist in the recognition, planning for, and adjustment to transitional life issues of the individual and the family. (CEC 8 – GC8S1) (S) (INTASC 8) (CCTC 17, 19, 22) (CSTP B)
- Demonstrate skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel. (CEC 8-CC8S7) (S) (INTASC 8) (CCTC 10, 16) (CSTP B)
- Demonstrates a broad range of communication skills with families with particular emphasis on listening. (CEC 8-CC8K4) (S) (INTASC 8) (CCTC 16, 17, EC 21, 22) (CSTP B/F)
- Demonstrate the ability to work as an integral and contributing member of a transdisciplinary team. (CEC 8-GC8K3) (K) (INTASC 8) (CCTC 16, EC 28) (CSTP B/F)
- Demonstrate skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel. (CEC 8-CC8S7) (S) (INTASC 8) (CCTC 16, EC 21) (CSTP B/D)
- Plan assessments in collaboration with the family and other members of the transdisciplinary team. (CEC 8GC8K3) (K) (INTASC 8) (CCTC 16, EC 21, 22) (CSTP C)
- Collaborate with other team members in the development of IFSPs. (CEC 8-CC8K3) (K) (INTASC 8) (CCTC EC 21, 30) (CSTP B/F)
- Demonstrate skill in soliciting family members' concerns and priorities in relation to their child's developmental needs. (CEC 8-GC8K3) (K) (INTASC 8) CCTC EC 21) (CSTP B/F) 2
- Effectively communicate assessment results and their instructional implications to regular classroom teachers, parents/families and other educational and related services professionals. (CEC 8-CC8S7) (S) (INTASC 8) (CCTC 16)(CSTP B)
- Demonstrate skill in gathering and integrating assessment information from a variety of sources, including formal and informal assessment devices, parents/ families, students, other professionals, and community members. (CEC 8-GC8K3) (K) (INTASC 8) (CCC 16, 22) (CSTP B)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Demonstrate knowledge and skill in assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. (CEC 8-CC8K5, CC8S6, GC8K1) (K/S) (INTA.SC 8) (CCTC 17, 19, 22) (CSTP B)
- Demonstrate the ability to use assessment strategies that promote equitable learning opportunities, including effective approaches for assessing individuals who are culturally, linguistically, ethnically, socio–economically, and ability diverse. (CEC 8-CC8K2) (K) (INTASC 8) (CCT 10, 12, 23) (CSTP B)
- Communicate assessment findings verbally and in writing accurately, sensitively, and in jargon-free language. (CEC 8-CC8S5) (S) (INTASC 8) (CCTC 10, 16) (CSTP B)
- Ensure that the legal requirements of the IFSP process are met in a manner respectful of and sensitive to the family. (CEC 8-CC8K2) (K) (INTASC 8) (CCTC 16, 17, EC 21, 22) (CSTP B/F)
- Develop and implements individualized assessment plans that provide for non-biased, nondiscriminatory assessment of students to evaluate student performances and learning environments, including the general education classroom. (CEC 8-CC8S2) (S) (INTASC 8) (CCTC 23) (CSTP C)
- Use informal information– gathering strategies that are appropriate to the culture and language of the child and his or her family. (CEC 8-CC8S2) (S) (INASC 8) (CCTC 22) (CSTP B)
- Communicate assessment findings verbally and in writing accurately, sensitively, and in jargon-free language. (CEC 8-CC8S7) (S) (INTASC 8) (CCTC 16, 22) (CSTP D)
- Demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socioeconomic, cultural, and linguistic considerations. (CEC 8-CC8S6) (S) (INTASC 8) (CCTC 12, 15, 22) (CSTP B)

˙A descriptive explanation of the use of standards and candidate assessment is provided in *Assessment Folio Guide Special Education*.

6. Other Comments and Additions

CEC Initial Content Standards Meeting:
8. Assessment

CTC Education Specialist Preliminary Credential Common Standards Meeting:
2. Professional, Legal & Ethical Practices
4. Effective Communication & Collaborative Partnership
5. Assessment of Students
6. Using Educational & Assistive Technology
7. Transition & Transitional Planning
8. Participating in Individualized Family Service Plans (IFSP), Individualized Education Programs (ITP), and Post Secondary Transition Planning (ITP)
9. Preparation to Teach Reading & Language Arts
10. Preparation to Teach English Language Learners

CTC Mild/Moderate Authorization Standards Meeting:
2. Assessment and Evaluation of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction
6. Case Management

Graduate Student M.Ed. requirement:
All M.ED. students are required to complete an additional scholarly research component for graduate degree credit. Specific additional requirements for each graded assignment are included in course syllabus and detailed course assignment handouts.

3. Goals/Learning Outcomes

Education specialist will demonstrate knowledge and skills to:
▪ integrate assessment into the decision-making and teaching of individuals with special needs
▪ use multiple types of assessment information for a variety of educational decisions.
▪ use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.
▪ use legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
▪ understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results.
▪ appropriately use and know limitations of various types of assessments.
▪ collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.
▪ conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs.
▪ use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs.
▪ regularly monitor the progress of individuals with exceptional learning needs in general and special curricula.
▪ use appropriate technologies to support their assessments.
▪ help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.

COURSE ASSIGNMENTS, GRADE WEIGHT & MANDATORY PROGRAM LEVEL CENTERPIECE ARTIFACTS

Overall Performance Evaluation: Candidate performance is measured at both the course and program level. The instructor establishes criteria that measure candidate demonstration of required course-level competency expectations. Each candidate is required to fulfill the centerpiece assignments determined by the special education faculty to demonstrate overall midpoint and/or final point demonstration of knowledge, understanding and skills that meets midpoint recommendation to complete the program of study or the final point recommendation for a credential &/or degree conferment. Candidates must upload all Centerpiece Artifacts and Self-Reflective Commentaries whether or not an individual instructor uses TaskStream at the course level. The Centerpiece Artifacts and Self-Reflective Commentaries are uploaded into the Standard 8: Assessment folder in the Special Education Program E-Portfolio. Candidates are responsible for following all guidelines and requirements described in the Program TaskStream drf. See your program advisor and/or Special Education Coordinator for assistance.

1. Individual Formal Standardized Assessment Administration, Scoring, & Reporting: (15–points)

Throughout the course a series of individually administered standardized assessments will be assigned for learning, administration, scoring with graphic representation. The protocol (test booklet) must be fully completed and submitted to instructor in–class for evaluation. Candidates prepare a running word-processing analysis document in which the performance outcomes and implications will be described. The summary analysis document will be uploaded into WebCT for evaluation. Instruction, purpose, administration issues and interpretation will be discussed in class. See *Course Session Pacer Guide* for schedule of tests and report submission. **Graduate Student Additional Requirement**: Locate publishing website and provide information regarding full title, purpose, age group and cost of instrument and protocols. *The process is further discussed in class and described in WebCT in the Assignment Tab.*

2. Case Studies: (30–points)

Each candidate will review three case studies based on actual students. Working in teams, a comprehensive multidisciplinary diagnostic report will be generated and put into a word processing document for submission in WebCT. At least one case study will involve a student with both special needs and English Language Learner needs. All assessment information (test, scores and outcomes) must be clearly delineated. A synopsis of the implications of each assessment (in the ELL case the CELDT analysis will also be required) and the overall assessment implications for instruction and placement related to the CA Core Content Standards must accompany the report. A copy of the report must be in the individual WebCT folio for each and every member of a team. *The process is further discussed in class and described in WebCT in the Assignment Tab.*

3. Multidisciplinary Team Formal Assessment Project: THIS IS THE COURSE CENTERPIECE PROJECT (30–points)

Working in teams, students will use field observations, readings and class discussion to present a mock multidisciplinary team assessment based on federal, state and district law and procedures. The class presented written and oral report will include a diagnostic assessment plan that leads to identification, interpretation and intervention planning (IEP, IFSP, and ITP) for an individual student based on assessments used in classrooms visited in a school district. Parent approval is required to perform actual assessments on any child in a school setting. Observation and reflection based on instruments administered by appropriate school personnel will provide the primary resource for completing this assignment. The Assessment Plan Rubric will be used to assess this Centerpiece. Specific requirements: a) teams will be developed based on the primary education specialist credential (mild/moderate; early childhood; &/or moderate/severe) each candidate is working towards (in the case of multiple credential areas the second area will be an in-depth part of the internship or practicum (student teaching assignment) each credential e-portfolio will have both a practice and an actual practicum based full assessment report), b) the assessment instruments must be directly relevant to the age/grade level of the subject and address academic, social, language, behavior, home/family (including parent information gathering about home literacy resources and primary language considerations of home/community life) and other relevant areas of assessment;& c) the case must involve a student who is both in need of special education services and English language learner needs (this means a CELDT score is required as part of the assessment process). A copy of the report must be in the individual WebCT folio for each and every member of a team. *The process is further discussed in class and described in WebCT in the Assignment Tab.*

4. Individual Standardized Assessment: Administration, Scoring & Evaluation & Class Presentation (Assessment 10–points, Class Presentation 5–points)

Working with a partner, candidates will select, learn, administer, score and interpret a comprehensive standardized assessment approved by the instructor. There are three parts to this assignment: a) administration, scoring, completion of graphic representation and interpretation of test results in terms of academic goals that are age/grade appropriate, b) class demonstration of assessment tool including actual demonstration of items and purpose of each subtest to class, and c) critical review of the technical aspects of the instrument. Each student will do a technical review of the standardization and administrative procedures of a normed assessment. Using the criteria established in D. Hammill, L. Brown & B. Bryant "A Consumer's Guide to Tests in Print" (1992) PRO*ED. Each student will make copies of his or her report for classmates. A copy of the report must be in the individual WebCT folio for each and every member of a team. **Graduate Student Additional Requirement**: Locate one published review of the instrument administration. Prepare a one–page write-up of the review findings. *The process is further discussed in class and described in WebCT in the Assignment Tab.*

5. Candidate Toolkit Special Education & English Language Learner Assessment Bibliography Resources: (10–points)

In keeping with the *Teacher Resource Toolkit* concept that is threaded throughout the Level I and Level II Education Specialist Credential Programs, the candidate must locate two resource pieces related to assessment for each of the following to add to their "toolkit": a) Nondiscriminatory assessment considerations, b) English Language Learner CELDT analysis resources, c) Autism Syndrome Disorder, d) engagement of family/community in the assessment process, e) informal assessment for ongoing monitoring of goals and objectives (response to intervention – RtI). A written summary of each resource is included in one running word-processing document. This document is uploaded into the Assessment Course WebCT Assignment folder. These

resources will also be made available by the instructor as needed. *The process is further discussed in class and described in WebCT in the Assignment Tab.*

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6. "ACE" Self-Reflection Critical Inquiry Posting (Special Education E-Portfolio Standard 8 Requirement): (meets requirement no points towards course grade) – recommended assignment to help focus Pedagogy of Practice project required at midpoint and final point in program

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After completing all course assignments a candidate is expected to complete a self-reflection of how knowledge, understanding and skills learned and practiced in this course have made a observable difference in the performance of P-12 students with special needs and English Language Learners. As part of your reflection reflect on the relationship of this course to the USD overarching "ACE" themes and 6-dispositions. This is delineated in the Special Education Candidate Handbook and in attachments to this requirement in the course TaskStream drf. You should structure your reflection in such a way that the reviewer can see the specific hard evidence that demonstrates your ability to change the P-12 performance of students. This might include audio/video clip(s), student early and later work samples, graphic charting of academic or behavior change in student(s) which elements of ACE and/or the 6-dispositions you are reflecting upon in your essay. This reflection should be 1 to 2 pages in length. The key determiner of length is that you can clearly argue your evaluation rating on the CEC Standards Based Rubric found in your Special Education Candidate Manual and in the Standard 8 Assessment indicator in TaskStream (see Appendix E CEC Standards Based Rubric).

NOTE Additional Resources and Assistance: Further descriptions, details and evaluation rubrics will be discussed in class and will be provided in the course WebCT site. This site includes detailed requirement descriptors and supporting attachments. All candidates are responsible for checking WebCT for updates and specifics. Your instructor will also announce use of these resources throughout the course. Again your Program Advisor and the Coordinator of the Special Education Program are available to assist in preparing and uploading your Special Education E-Portfolio Program Centerpiece Artifacts and Commentaries into TaskStream.com.

Assessment Plan/Grading Criteria/Rubric [1]

Assignment	Assignment Point Value
1. Individual Administered Standardized Assessment Reviews *(Note additional graduate student requirement)*	15
2. Case Studies	30
3. Multidisciplinary Team Formal Assessment Project *(Special Education E-Portfolio Standard 8: Assessment Centerpiece Assignment)*	30
4. Individual Assessment Administration *(Note additional graduate student requirement)* Scoring & Evaluation (10 points) Class Group Presentation (5 points)	15
5. Candidate Toolkit Special Education & English Language Learner Assessment Bibliography Resource	10
6. "ACE" Self-Reflection Critical Inquiry Posting *(Special Education E-Portfolio Standard 8 Requirement) – optional*	Meets Requirement
Total Point Value	100

Grading

A	96 - 100	C+	78 – 82.9
A-	93 - 95.9	C	75 - 77.9
B+	88 - 92.9	C-	73 - 74.9
B	85 - 87.9	F	BELOW 73.0
B–	83 – 84		

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[1] All Course Assignments, Centerpiece Artifacts & Self-Reflective Commentary must be uploaded into WebCT for grading. The centerpiece artifact is also uploaded into the Special Education Electronic Portfolio located in TaskStream.com.

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Grade of Incomplete
The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Leadership and Education Sciences.

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Academic Integrity
All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Course Modules/Topical Outline

This course is delivered in a module format. Themes are threaded throughout the course around a predetermined set of big idea thematic units. Text readings, assigned articles and course assignments draw from the thematic unit interface. Session readings, Internet explorations, and written assignments are posted in the *Course Session Pacer Guide EDSP 370/570* located in the *Course Content* folder in WebCT6.

As the themes emerge for this course the details of each module will be further expanded in the *Learning Modules* in WebCT. Students are responsible for checking WebCT throughout the course for new research, global snapshots, information and assignment clarification.

Module	Themes

Module I: Framing Purpose – Plotting the Assessment Process Journey	• Standards Based Performance Assessment
	• No Child Left Behind
	• Response to Intervention (RtI)
	• Learner Centered Assessment
	   • Developmental Skills
	   • Primary Language (CELDT)
	   • Cognitive Ability
	      • Pervasive Developmental Delay (PDD)
	      • Autism Spectrum Disorder
	      • Asperger Syndrome
	• Conditions of Teaching
	• Multidisciplinary Team Assessment Process
	• Ongoing Assessment
	• The Instructional Cycle

Module II: Assessment Skills for Special Educators	• Selection of Assessment Tools • Standardized Norm Based Assessment

	• Informal Assessment
	• Curriculum Based Assessment Techniques
	• Non-discriminatory Assessment Selection Based on Culture, Primary Language & Community Variations
	  • CELDT & Academic Language
	  • Autism Spectrum Disorder

Module III: Assessment of General Performance Areas For Special Education Eligibility	• School Performance • Learning Aptitude • Assessing Specific Learning Abilities & Strategies • Classroom Behavior Assessment
Module IV: Assessment of Academic Skills	• Reading Assessment • Mathematics Assessment • Written Language Assessment • Oral Language & Bilingual Assessment
Module V: Special Assessment Considerations	• Parent & Family Involvement in Assessment Process • Early Childhood Assessment • Assessment for Transition Education & Planning

The actual topics and dates for readings and assignments are indicated on the <u>Course Pacing Guide</u> that is located in the Course Content Tab for the USD WebCT Folder for this course. Candidates are responsible for weekly review of updates to the <u>Course Pacing Guide</u>.

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